National Congress Bulletin

SEPTEMBER 1954 PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 11 • VOL. 22, NO. 1

Membership Proclamation

Mrs. Newton P. Leonard

OURS is an organization of clear-cut goals which we have pursued unwaveringly for more than half a century. We know well what they are, and in the year ahead we shall continue to concentrate on our Permanent Platform. But while we recognize that we cannot abandon our long-range projects, we also know that we cannot for a moment neglect the immediate needs that face us.

First of these is the critical shortage of teachers, which must not force us to lower our standards. We know we need large numbers of teachers, men and women highly qualified and well trained. We must do our utmost to inspire more young people—our own children and our friends'—to choose teaching as a vocation. To this end we must not only raise salaries and lighten teaching loads but also give to teaching the prestige it deserves.

We must also reckon with the fact that we need more schools. We now lack 341,000 classrooms, and next year, unless we act swiftly, the shortage will be greater by 67,000. This is a matter of concern to federal, state, and local governments and to all of us. I urge you to support measures designed to get these classrooms as quickly as possible.

Juvenile delinquency, too, is an acute nation-wide problem. We're not going to bring it under control by widespread marches to the woodshed. Difficult and distasteful as the task may be, we adults are going to have to tackle this problem by tackling its causes. It remains for us to become sensitive to every brutalizing influence that touches children's lives. For specific suggestions I refer you to our Action Program.

We have another urgent obligation toward young people: to strengthen their moral and spiritual values. In teaching children right and wrong, it seems to me that we may well emphasize personal responsibility for one's mistakes and the moral courage to admit them.

Moral and spiritual values are strengthened by exercise. We generate added conviction by acting on what we believe. Yet moral fervor is often expended in loud protests over evils that are far away in time and place. We will be wise to link together, in children's thinking, moral beliefs and moral actions, pointing out the wisdom of using our moral energy on ills over which we have control.

We have still another obligation: the need to give our children a sense of the civic responsibility that freedom calls for. Freedom is not something we inherit and draw dividends on. It is something we have continuously to work for. We owe it to our boys and girls to give them an image of the democratic ideal, and the presentation of this ideal must be vivid and exciting. At the same time we should teach young people the nature of Communism and all totalitarianism—a way of thinking and of governing that is in direct conflict with the democratic ideal. What are the earmarks of the totalitarian state? How can we identify it—whatever its label, wherever its appearance?

Nor is it enough to equip young people to detect totalitarianism. They must also understand how to protect themselves against it. They must understand that it is essential in this defense to use democratic methods, avoiding those that we deplore in totalitarianism. And finally I would teach freedom's children what a wise historian of our time has said so pointedly: Nations are not destroyed from without. Nations crumble from within, destroying themselves by their own fear and faithlessness.

These, then, are our tasks. To discharge them successfully we need to work with all our might to give our children the finest education. Every day that sees such problems as the shortage of teachers and of school housing go unsolved is a threat to the future of our youth. We need also to continue to expand our parent education programs, to promote study-discussion groups in which we learn the needs of children and how to meet them. Enlightened parents, working closely with the school and utilizing all community resources, are our best hope for an enlightened America.

During the past year we have made great gains in membership until today we number almost nine million men and women. For our tasks we need the largest of task forces —the hands and hearts of all Americans. I therefore designate October 1954 as Membership Enrollment Month, and earnestly request every member not only to stretch his own service to the limit but also to bring into the P.T.A. every person whose interest in children impels him to act in their behalf. To this proclamation, accordingly, I have set my hand and the seal of the National Congress of Parents and Teachers.

Lucille P. Leonard

President

Enroll P.T.A. MEMBERS *Now*

Help T

NATIONAL CONGRESS OF PARENTS AND TEACHERS
700 N. RUSH ST. CHICAGO 11, ILLINOIS
State Office: 76 Dorrance Street, Providence 3, Rhode Island
ALL-INCLUSIVE MEMBERSHIP CARD
NATIONAL, STATE, AND LOCAL, 1954-1955
This certifies that

(Name) (Town)

IS A MEMBER OF THE
A UNIT OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS AND THAT ALL ANNUAL DUES HAVE BEEN PAID.

MRS. NEWTON P. LEONARD, *National President*
MRS. JAMES J. WALKER, *State President*

President of the Local Association *Date of payment*

Be alert and ready to tell the P.T.A. story to neighbors, friends, and relatives during enrollment time. Remember, the one person you i to join might become the ten millionth member!

—MRS. G. W. LUHR, *Membership Chai*
National Congress of Parents and Tea

PROGRAMS of action are accomplished by the concentrated efforts of people working together. Membership enrollment in parent-teacher associations everywhere makes this cooperative action possible. We can strengthen our membership for the year 1954–55 if we implement the following objectives:

1. **Re-enroll our 8,822,694 members.**
2. **Invite into membership every parent, teacher, and other interested citizen.**
3. **Organize a P.T.A. in every school that has none.**
4. **Strengthen those units already organized.**
5. **Bring non-Congress units into membership with the state and national congresses wherever possible.**

Suggestions for Local Membership Chairmen

The achievement of these national objectives depends in large measure on local membership chairmen. Following are some suggestions to help them in their important work:

Early preparation

- Recognize that you have doubtless been selected as membership chairman because of your enthusiasm, willingness, and ability to get along with others.
- Meet early with the membership committee (including the principal; the local unit president; chairman of publicity, program, and hospitality; room representatives; a finance officer; and a student representative if yours is a secondary school) to make plans for the year.
- Set dates for membership campaign, select slogan and goal, and assign a part to each member of the committee.
- Study the community, and decide on the best method of reaching people (by letter, questionnaire, state bulletin, or all three).

Plan publicity to utilize

Posters, newspapers, newsettes, radio slides, skits.

Talks in classrooms (to room representatives or students).

Individual calls, either by personal contact or by telephone.

Membership teas (possibly as a room-mother activity).

Invitations written by children.

Charts and graphs reporting daily progress for use in school halls.

Letter to parents, signed by the local unit president and the principal, to go with membership envelope to all parents, teachers, and others.

Letter prepared for parents of children enrolling during the year.

Plan contests to stimulate interest

Consult with the principal first.

Cooperate with school regulations.

Make rules clear and definite.

Determine awards, and keep them simple.

Close contests on time, and give awards promptly.

Campaign

- Start on the appointed date, sending out all invitations or letters and envelopes promptly.
- Check returned envelopes for necessary information and amount of money.
- Give or send each paid member a membership card (which is a receipt for annual dues). Attach year's program if ready.
- Use returned envelopes as an alphabetic index of the members.
- Make daily collection of dues and deposit with finance officer.

(A large manila envelope to collect and record daily receipts is helpful.)

- Do not burden teachers with collection of dues, and do not exploit children. (Make use here of room mothers or representatives.)
- Keep up charts or graphs in halls.

uild • Better Homes
• Better Schools
• Better Communities

Dues

- Explain to the membership the use of dues, specifying the amount retained by the association and the per capita amount forwarded to the state congress for portions due to the National Congress and the state branch.
- Check with the treasurer to see that all per capita portions are forwarded *immediately* at the close of the campaign through the channels prescribed in your state.
- Send in all succeeding per capita dues at regular times during the year.
- Send with dues a report such as the following:

Membership information from_____
Parent-Teacher Association

Date_____

Amount of dues on enclosed check (or money order)_____

Membership included as follows:

Men_____ Women_____ Total_____

Of these_____ are teachers.

Follow-up

- Make contact through room representatives with those from whom no membership has been received.
- Send thank-you notes to teachers and students who participated.
- Procure names of new parents as they come into the community.
- Contact newcomers and invite them into membership.

How to keep members

- Discourage clans or cliques among members.
- Use talents of each new member on some committee, project, or program.
- Make everyone feel needed and welcome; demonstrate real friendliness. (The social hour is important; a shared cup of tea makes for good fellowship.)
- Help the hospitality committee to make people acquainted with each other.
- Help to make programs of vital interest to all.
- At regular P.T.A. meetings use a membership table where dues can be accepted and questions answered.
- Display exhibits and parent-teacher publications.
- Send programs to absent members.

Make a procedure book for your successor

Include the following materials:

A record of procedure used.

The local unit bylaws.

A membership list.

Copies of all membership materials used.

Your ideas and suggestions.

NICKEL "DO'S"

What can a nickel buy today?
"Nothing much," is what you say—
Unless, of course, it's used to pay
National *dues at the P.T.A.!*

HERE ARE some of the "do's"—services and activities —provided in 1953–54 by the national portion of membership dues:

- *National Congress Bulletin* sent ten times a year to 39,000 P.T.A. presidents
- National representatives assigned to all states
- Organization represented at many important meetings
- Field service supplied
- Direction and assistance provided for hundreds of workshops and schools of instruction
- 43 prominent experts and speakers brought to national convention
- 57,696 first class letters written
- 59,271 third class letters mailed
- 42,236 magazine promotion packets distributed
- 6,499 parcel post packages shipped
- 3,978 cartons sent by express
- Maintenance and administration of national headquarters
- Preparation and free distribution of these publications:

	Copies
Parent-Teacher Manual	106,488
Signals for Safety	50,687
Founders Day	59,407
Moral and Spiritual Education	43,187
P.T.A. Needs You	406,870
Manual Reprints	583,743
Raising and Using P.T.A. Funds	58,907
Those Who Teach Our Children	161,338
General Information	176,374
P.T.A. Study-Discussion Programs	370,570
Happy Journey	15,272
A Reading Guide for Parents	19,105

(and many others)

The 50-or-MORE and the 100-or-MORE CLUBS

• *A Supplementary List*

WE ARE listing below 132 additional members of the Fifty-or-More and the Hundred-or-More clubs. This completes the record for the year 1953–54. For membership in the 1954–55 clubs, please refer to page 6 of the June–July issue of the *Bulletin*.

HUNDRED-OR-MORE

Candler	Candler, N. C.	128

FIFTY-OR-MORE

Overland Park	Overland Park, Kans.	75
Central	Centralia, Ill.	50
Barry	Chicago, Ill.	50
Falconer	Chicago, Ill.	50
Gary	Chicago, Ill.	50
Libby	Chicago, Ill.	50
Marquette	Chicago, Ill.	50
Garfield	Moline, Ill.	50
Senior High	Moline, Ill.	50
Rolling Green	Rockford, Ill.	50
Longfellow	Rock Island, Ill.	50
Butler	Springfield, Ill.	50
Rice	Elkhart, Ind.	50
Baker	Evansville, Ind.	50
Cedar Hall	Evansville, Ind.	50
Tekoppel	Evansville, Ind.	50
Emerich Manual Training	Indianapolis, Ind.	50
Perry Township	Lafayette, Ind.	50
Rea	Terre Haute, Ind.	50
Garfield	Davenport, Iowa	50
Harwood	Des Moines, Iowa	50
Central	Oelwein, Iowa	50
Bryant	Sioux City, Iowa	50
Emerson	Waterloo, Iowa	50
Lowell	Waterloo, Iowa	50
Garfield	Council Grove, Kans.	50
Lincoln	Dodge City, Kans.	50
Jefferson	El Dorado, Kans.	50
Garnett	Garnett, Kans.	50
Stanley	Kansas City, Kans.	50
Woodland	Wichita, Kans.	50
Fremont	Bay City, Mich.	50
Angel	Berkley, Mich.	50
Mason	Detroit, Mich.	50
Ferrysburg	Ferrysburg, Mich.	50
Flat Rock	Flat Rock, Mich.	50
Burton Jr. High	Grand Rapids, Mich.	50
Ottawa Hills Elem.	Grand Rapids, Mich.	50
Northwood	Royal Oak, Mich.	50
Washington	Royal Oak, Mich.	50
North Intermediate	Saginaw, Mich.	50
Galtier	St. Paul, Minn.	50
Drew	Drew, Miss.	50
North Greenwood	Greenwood, Miss.	50
George	Jackson, Miss.	50
Tutwiler	Tutwiler, Miss.	50
Grove Street	Vicksburg, Miss.	50
Centralia	Centralia, Mo.	50
Bryant	Kansas City, Mo.	50
Wellston Cent. Elem. & Jr. High	Wellston, Mo.	50
Franklin	Missoula, Mont.	50
Howard	Grand Island, Nebr.	50
Bryon	South Sioux City, Nebr.	50
Crestwood	Las Vegas, Nev.	50
Mayfair	Las Vegas, Nev.	50
John S. Park	Las Vegas, Nev.	50
Mass. Avenue	Atlantic City, N. J.	50
Florence Avenue	Irvington, N. J.	50
Brookdale	Verona, N. J.	50
Roosevelt	Weehawken, N. J.	50
Mt. Hope	Wharton, N. J.	50
Columbus Ave.	Freeport, N. Y.	50
Island Park	Island Park, L.I., N. Y.	50
Lawrence High	Lawrence, N. Y.	50
Andrew J. Townson #39	Rochester, N. Y.	50
P. S. #136	St. Albans, N. Y.	50
Biltmore	Asheville, N. C.	50
Franklin	Franklin, N. C.	50
Gillespie Park	Greensboro, N. C.	50
Allen Jay	High Point, N. C.	50
Oakview Elem.	High Point, N. C.	50
Zeb Vance	Kittrell, N. C.	50
Oak Hill	Lenoir, N. C.	50
Eleanor Marshall	New Bern, N. C.	50
Richlands	Richlands, N. C.	50
Winstead	Wilson, N. C.	50
Old Town	Winston-Salem, N. C.	50
Lincoln	Akron, Ohio	50
Bexley-Cassingham	Columbus, Ohio	50
John Burroughs	Columbus, Ohio	50
Fairmoor	Columbus, Ohio	50
Horace Mann Jr. High	Tulsa, Okla.	50
Lincoln	Eugene, Ore.	50
Liberty	Easton, Pa.	50
Colver	Ebensburg, Pa.	50
Braun	Glenshaw, Pa.	50
Gustown Richland	Johnstown, Pa.	50
Thad Stevens	Pittsburgh, Pa.	50
Sewickley	Sewickley, Pa.	50
7th Ward	Sunbury, Pa.	50
Phillip Sheridan	Williamsport, Pa.	50
Bennett	Charleston, S. C.	50
Mitchell	Charleston, S. C.	50
Mullins	Mullins, S. C.	50
Garfield	Aberdeen, S. D.	50
Chester	Chester, S. D.	50
Wakonda	Volin, S. D.	50
Allen	Cleveland, Tenn.	50
Greenback	Loudon, Tenn.	50
Cherokee	Memphis, Tenn.	50
Idlewild	Memphis, Tenn.	50
Rozelle	Memphis, Tenn.	50
White Station	Memphis, Tenn.	50
Eakin	Nashville, Tenn.	50
Rockwood	Rockwood, Tenn.	50
East Sparta	Sparta, Tenn.	50
Menger	Corpus Christi, Texas	50
Stonewall Jackson	Dallas, Texas	50
Southmayd Elem.	Houston, Texas	50
Glenmore	San Angelo, Texas	50
Will Rogers	San Antonio, Texas	50
Laura Steele	San Antonio, Texas	50
Union	Midvale, Utah	50
Wasatch	Ogden, Utah	50
Washington Terrace	Ogden, Utah	50
Forest	Salt Lake City, Utah	50
Lincoln	Salt Lake City, Utah	50
Riverside	Salt Lake City, Utah	50
Lincoln	Springville, Utah	50
Wakefield High	Arlington, Va.	50
Bassett	Bassett, Va.	50
Main Street	Harrisburg, Va.	50
Magruder	Newport News, Va.	50
Lakewood	Norfolk, Va.	50
Simonsdale	Portsmouth, Va.	50
Holmes	Spokane, Wash.	50
Lincoln	Vancouver, Wash.	50
Dover Street	Milwaukee, Wis.	50
Morgandale	Milwaukee, Wis.	50
Dale	Oshkosh, Wis.	50
Pratt	Racine, Wis.	50

Correction

In the list of associations published in the June–July *Bulletin* the address of the Huntington P.T.A. was given as Fort Lee, New Jersey. The Huntington P.T.A. is in Lincoln, Nebraska. The Junior-Senior High P.T.A. of Fort Lee, New Jersey, was recorded by mistake in Nebraska. In other words, the addresses of these two club members were transposed. The total for the East Ward P.T.A. of Gulfport, Mississippi, was omitted. East Ward should have been credited with 155 subscriptions.

Scholarships in Florida

The 1953 legislature made available to Florida high school graduates who wish to train for teaching in elementary and secondary schools 1,050 four-year scholarships annually for four years amounting to a total of $420,000. These scholarships are awarded on the basis of competitive examinations held twice yearly and are available in every Florida county.

American Education Week

November 7-13

Each fall during American Education Week classrooms across the country provide a meeting ground for parents, teachers, and other interested citizens. The center of their interest? Today's children and their education. Through these classroom encounters each group has a chance to exchange ideas and to assess the job our schools are doing.

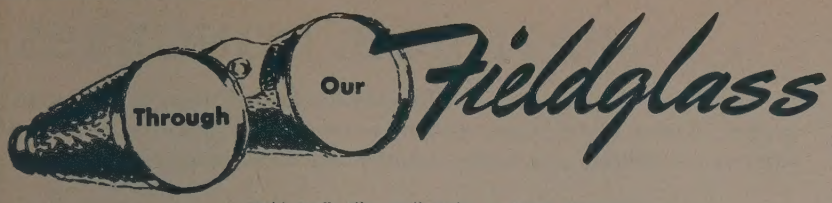
It's especially encouraging to note that this year marks the thirty-fourth observance and that twenty million persons are expected to take part. P.T.A.'s in many communities will serve as hosts at these widespread open houses from November 7 to 13.

As in the past the National Congress is co-sponsoring the event with the National Education Association, the American Legion, and the U.S. Office of Education. In keeping with the 1954 theme, "Good Schools Are Your Responsibility," these day-by-day topics have been announced: "Ideals To Live By," "Teachers for Tomorrow," "Investing in Good Schools," "Effective Citizenship," "Teaching the Fundamentals Today," and "How Good Are Your Schools?"

For all who observe it, AEW is a week of rediscovery. For some it marks their first visit to a classroom since long-distant school days; for parents it is usually a time for renewed contact with their children's teacher and principal. The school assignments that their youngsters completed are suddenly seen in relation to the whole term's projects; John and Jane become members of a class of other children, working and playing together under the guidance of their teacher.

For teachers American Education Week offers a rarely equalled opportunity to explain the work of the class, to interpret the teaching methods used, and to discover what parents expect of the curriculum. They, too, gain a new perspective of the child, seeing him now in relation to his family.

To make the most of this year's observance, P.T.A.'s should start planning now with the school administration and interested community groups—the local teachers association and the council of American Legion posts, for example. For additional information about programing, readers may write to the National Education Association, 1201 16th Street N. W., Washington 6, D. C.



Field Staff: Ellen Dell Bieler • Dema Kennedy

Through Our Fieldglass is prepared from material gathered by members of the field staff "on location."

Journey to Summer School

Vacation plans threatened to prevent a new P.T.A. president in Waynesboro, Georgia, from attending a school of instruction this summer. She was leaving for Cape Cod before the local training program began. Her school principal thought this no obstacle, however, and suggested, "There must be one in Massachusetts you could attend." He secured the name of the president of the Massachusetts Congress and arranged for the Waynesboro officer to take part in the summer conference at Boston University. She received an enthusiastic welcome and returned to Waynesboro with new knowledge of leadership techniques and a first-hand acquaintance with the work of the Massachusetts Congress.

Coffee Klatch

In Oregon, the stress is on informality in study groups. Discussions often start around the kitchen table over a morning cup of coffee. Eight or ten parents gather to discuss articles in the *National Parent-Teacher* and exchange ideas on child-rearing.

News of these morning coffee hours has spread so fast that one study group has expanded to sixty members (divided into ten smaller groups for discussion).

NATIONAL CONGRESS BULLETIN

Volume 22 SEPTEMBER 1954 Number 1

Published monthly from September through May, bimonthly June and July, at 755 North Rush Street, Chicago 11, Illinois, by the National Congress of Parents and Teachers. Subscription price: 30 cents a year. Entered as second-class matter September 27, 1946, at the post office at Chicago, Illinois, under the Act of March 3, 1879. Additional entry at Aurora, Illinois, December 21, 1939.

EDITORIAL STAFF OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

Publications and National Parent-Teacher

Editor-in-Chief: Mrs. Eva H. Grant

Managing editor: Mary A. Ferre

Senior assistant editor: Mary Elinore Smith

Assistant editors: Josephine Costantino, Mrs. Vera Diekhoff, Margaret Reynolds.

Administration Projects

Assistant editor: Mrs. Cora G. Barron.

Double-Duty School

Hialeah, Florida, has a new school that can be converted into a hospital overnight in the event of disaster or war. Its principal, J. J. Zion, spent four years planning the adaptation with civil defense leaders and officials of the school board and medical society. Since September 1953, when North Hialeah Elementary School opened its permanent building, the P.T.A. has recruited volunteers for service in the emergency hospital unit. Now a trained staff of members and school personnel are ready to serve as nurse's aides, laboratory technicians, janitors, and dieticians.

Training began with first aid classes. Then instruction for nurse's aides was provided by Hialeah and Jackson Memorial hospitals. For women who could not travel the distance to these hospitals classes were arranged in the near-by Legion Hall.

The P.T.A. canvassed more than two thousand homes to find what materials would be available for hospital use in an emergency and to interest neighbors in the home nursing courses. Civil defense meetings are held every Thursday night, ending promptly after an hour and a half so that baby sitting does not pose a problem for parents.

On Saturday, May 15, the school had its first test as an emergency hospital. Members of the transportation unit drove a convoy of trucks to Jackson Memorial Hospital, where they picked up equipment and returned to the school to set up a supply room, with four fully equipped wards (of five beds each), an operating room, and a morgue. The Marine Air Corps lent litters to carry the wounded and also sent an ambulance with two drivers to be used.

The volunteer personnel acted as patients before or after their shift of duty. Ambulances were dispatched to homes designated throughout Hialeah. The laboratory course had progressed well enough so that the trainees were able to take blood samples from willing patients.

• These West Virginians open a regional conference with a song. In the foreground, left to right, are Mrs. John Brown, Ray Crank, Mrs. L. E. Bauserman, Lindsay Lapole, Mrs. Charles Ellis, and Dema Kennedy, National Congress field worker. At the organ is Mrs. Fuler.

The P.T.A. allocated funds to the staff of dieticians to prepare sandwiches and iced tea and coffee. It was a tired but elated group of people who shared that luncheon at the end of the trial run.

A local television station made an on-the-scene film, which has proved enormously helpful in correcting errors and in training later volunteers. Dade County civil defense officials reported that the test exceeded their highest expectations.

Dialing In the P.T.A.

Mankato Council in Minnesota, a veteran of sixteen years' radio experience, is embarking on another series of parent-teacher programs for this school year. Listeners in the area have come to follow its weekly broadcasts, which cover a wide range of parent education topics and supply information about P.T.A. activities and policies.

Units within the council are responsible for six consecutive broadcasts each. In recent months programs have explored such topics as children's behavior problems, mental health, community life, and safety. They have also featured interviews with visiting P.T.A. leaders, news of state and national conventions, and reports about local projects.

During the summer the council takes complete responsibility for the programing, which is broadened to interest the youngsters home from school. For example, the city recreation director and a student group were invited to give a series on recreation projects. Other summer programs have presented stories of children throughout the world.

During the school year units adapt articles from P.T.A. publications and prepare original scripts for the series.

1954 F

NATIONAL CONGRESS O

The Permanent Platform of the National Congress of Parents and Teachers, b on the Objects of the organization, embodies the goals that serve the interests of children and youth. In furthering these interests the 1954 Co

PERMANENT PLATFORM → CONVENTION THEME →

- GOOD HOMES
- SOUND HEALTH
- SAFETY
- EQUALIZED EDUCATIONAL OPPORTUNITY
- CONSERVATION OF HUMAN VALUES AND NATURAL RESOURCES
- VOCATIONAL ADJUSTMENT
- CONSTRUCTIVE LEISURE-TIME ACTIVITIES
- CIVIC RESPONSIBILITY
- ACTIVE SPIRITUAL FAITH
- WORLD OUTLOOK

FOR A RESPONSIBLE SOCIETY

Better HOMES

Better SCHOOLS

Better COMMUNITIES

FOR A RESPONSIBLE SOCIETY

THE PARENT-TEACHER ASSOCIATION—AN

FINDINGS COMMITTEE 1954: MRS. T. J. MIMS, Chairm
MRS. H. M. KANDEL •

DINGS

RENTS AND TEACHERS

program brings into focus major emphases and suggests action by local . Your unit is the community integrator which has the power to unite the es and agencies that lead to the full life for children and youth.

RENT EMPHASIS → LOCAL ACTION

rstanding the Needs of tion

ediate attention and help should be n to—

- uiting teachers
- iding school buildings
- ring adequate school finance
- enting dropouts
- sting the exceptional child
- perating in curriculum planning
- guarding freedom

nizing Community nsibility

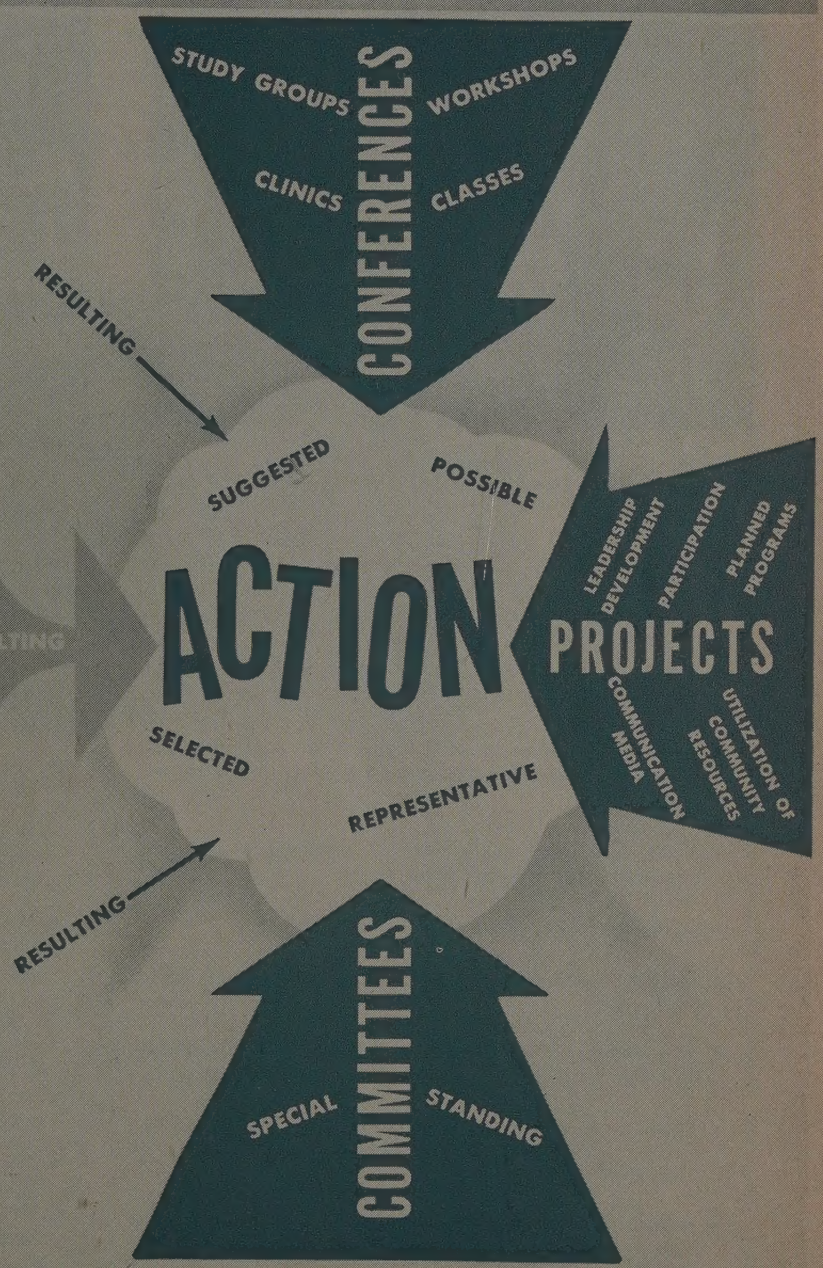
tinued interest and support should be n to—

- gthening home life
- oving juvenile courts and other juvenile ection agencies
- olishing treatment and rehabilitation ces
- ering juvenile protection legislation
- ulating recreation programs
- erstanding the peoples of the world

asizing Home-Community eration

ribution of the family to the growing munity should be stressed by—

- gthening community life
- gnizing parents' responsibility
- ding a wholesome home environment for hild's early life
- oting leadership roles
- ing healthy personalities
- by moral and spiritual values



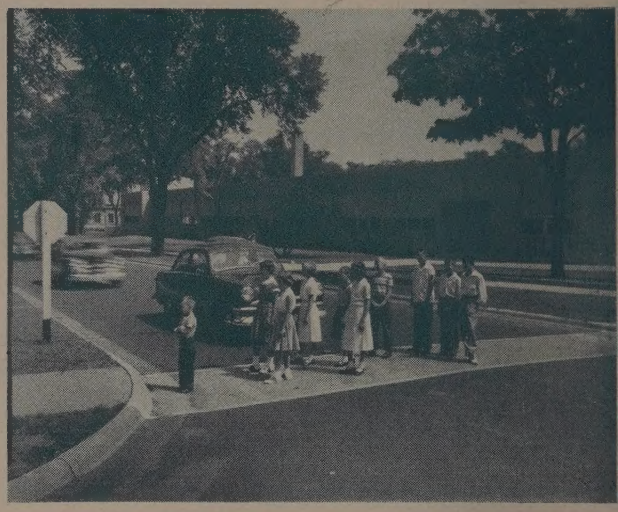
ZING FORCE FOR A RESPONSIBLE SOCIETY

CKLEY • JOHN S. CARROLL • MRS. J. S. GOFF • RAYMOND F. HAWK
• MRS. G. W. LUHR • GALEN SAYLOR • MRS. GEORGE STEINMETZ

WHAT OUR CONGRESS PARENT-TEACHER GROUPS *Are Doing*

© Cloetingh and Deman

• Mrs. Harvey Rhoda, president, Michigan City Council, uses one of city's new telephone pole signs to explain "Walk on the Green" to children at Central Elementary School.



• Children crossing on the green strip are given the right of way by motorists.

DREAMING ON ST. PATRICK'S DAY, Mayor Russell Hileman of Michigan City, Indiana, chanced on a slogan to emphasize to pedestrians the hazards of street crossing.

- **"Walk on the Green"** was his slogan, and it meant not only with the green light but also upon a green field.
- **Bright green lanes,** painted between the white intersection lines, would provide oases of safety for those on foot.
- **Tests were made** on the busiest, most hazardous crossing, and unforeseen problems arose.
- **Green paint** on pavement took too long to dry.
- **Skilled technicians** then worked out a quick-drying, rainproof green.
- **The Michigan City Council of P.T.A.'s** promptly seized the idea as a safety measure for school intersections.
- **"Save a Child"** became synonymous with "Walk on the Green," as one by one the school crossings were given their coats of green.
- **School crossing lanes** now loom blocks away to the motorist, whose reflexes signal: "Children crossing, slow down!"
- **A sure-fire investment,** says Michigan City, and the initial $80 cost per school can probably be lowered with time and experience.

A QUESTIONNAIRE TO PARENTS, to be used as a program "direction-finder," was formulated and sent to every pupil's family by the Bessemer (Alabama) High School P.T.A. with a letter from the principal. Among topics queried were:

- **The parents' source of information** about the school and its work (twelve alternatives).
- **An evaluation of relationships** within the school and between the school and the community (eight choices).
- **A rating**—good, fair, or poor—of the school's effectiveness in teaching twenty-one items, ranging from English to the wise use of money.
- **An opinion on the stress**—too much, too little, or sufficient—placed by the school on twelve activities, from out-of-class recreation to homework to guidance.
- **The cost to parents** of the child's full participation in school activities (from textbooks to corsages and class rings).
- **Parents' attitudes** toward dates, parties, proms, and after-prom doings, such as out-of-town drives.
- **Ideas for curriculum improvement,** based on parents' knowledge of the workaday world, on what the school should teach, ranging from foreign languages to job-getting techniques.
- **A parents' guess,** estimate, or statement of fact on the cost per student in running that particular school.
- **A what's-your-guess** figure representing the parents' ideas of a teacher's actual annual salary.

WHAT OUR PARENT-TEACHER GROUPS ARE DOING (Continued)

SINCE "GRIPES," if aired, can disentangle snarls, Portland (Maine) High School P.T.A. asked teen-agers what they liked and disliked about grownups, and got straightforward replies.

- **Bewildering to the young,** who readily cooperate with their groups, was the inertia of adults when called upon to serve on a committee.
- **Parental example** came in next for some pointed criticism—"ticket fixing" and evading of traffic regulations; poor choice of TV and film entertainment; a general "do-as-I-say, not-as-I-do" attitude.
- **Teen-agers readily admitted** that their age group was often "difficult" because of its desire to imitate adults and its impatience to grow up.
- **This airing of views** could not help fostering mutual understanding of motives and respect between teen-ager and adult.

THE COLLECTINGEST GROUP we have chanced upon in many a long week is the Chancellor Avenue P.T.A. of Newark, New Jersey.

- **Three hundred pairs** of used eyeglasses were rounded up for New Eyes for the Needy, a nonprofit volunteer body that serves as New Jersey's "middle man" in interpreting the needs of the sightless and visually defective whose funds are inadequate for adequate care.
- **Welfare agencies,** clinics, and hospitals throughout the world can insert new prescription lenses into the used frames.
- **Four hundred** used children's books, games, and toys went to the organized parents of retarded children.
- **Two hundred** once-read adult books wound up in the V. A. Hospital, East Orange, New Jersey.
- **And for summer fun,** the P.T.A. members of Chancellor Avenue and friends are hunting for leadless automatic pencils and surplus fountain pens to condition and distribute to hospitalized military personnel!

Island Inspiration

Parents in the small village of Paauhau, Hawaii, on the slope of a volcano, were determined to have a P.T.A. for their three-room plantation school. Just a year ago they banded together with teachers and organized one. The enthusiastic new members, not content with enrolling every father and mother of the 78 children in the school, invited aunts, uncles, cousins, grandparents, and friends who lived in the same house to join. As a result, the unit now has 145 members—almost 150 per cent enrollment!

J. Ralph Brown, president of the Hawaii Congress, reports that the unit has a lively parent education program using the *National Parent-Teacher* and other Congress publications. Each of the 47 families in Paauhau has a subscription to the P.T.A. magazine. The membership sent five delegates to the Hawaii Congress convention this year.

The unit is a friendly blend of many national groups—Hawaiian, Japanese, Chinese, Filipino, Portuguese, and others. President is Mildred Manty, a public health nurse, who has no children of her own but has, says Mr. Brown, "a lot of 'aloha' for all children."

Baby-Sitter Safety

The nurse was demonstrating how to bathe an infant. Several high school students looked on as she tested the water for temperature, then lowered a doll into the tub. It was part of a new baby-sitter safety course sponsored by the P.T.A. of Grants Pass Junior and Senior High School (Oregon). The course is open to boys and girls in the neighborhood, who decide what subjects they would like to have discussed.

• A P.T.A. buzz session in progress at Eugene Field School in Rock Island, Illinois. The topic, "Teacher Recruitment," brings forth animated discussion between parents and teachers.

Professional persons volunteer their services to instruct the classes. Such questions as "What should I do if the house catches fire?" and "What should I do if a stranger comes to the door?" are answered by a police officer from the local department.

A pediatrician answers youngsters' queries like "What should I do if the baby gets sick?" and "Should I attempt to punish a child for misbehavior?" The city recreation director explains how to read and tell stories to small children and illustrates other suitable forms of entertainment for them.

Sixty boys and girls completed the course in the last year. The Oregon state bulletin hopes that other P.T.A.'s will take their cue from this course and start similar classes in their own communities (a move heartily recommended by the new Congress publication, *Signals for Safety*).

NATIONAL CONGRESS OF PARENTS AND TEACHERS

Executive Committee

President, Mrs. Newton P. Leonard, Rhode Island
First Vice-president, Mrs. Rollin Brown, California
Second Vice-president, Dr. Kenneth E. Oberholtzer, Colorado
Secretary, Mrs. Russell C. Bickel, Ohio
Treasurer, Dr. John W. Headley, South Dakota
Vice-presidents from Regions:
Mrs. O. S. Fatland, Iowa
Joseph A. Hunter, Maryland
Mrs. Ramon Lawrence, Vermont
Mrs. T. H. Ludlow, Illinois
Mrs. T. J. Mims, South Carolina
Mrs. Herman Nordfors, Washington
Mrs. H. G. Stinnett, Jr., Texas
Mrs. Edward T. Walker, California
Members-at-large:
Mrs. C. W. Detjen, Missouri
Henry F. Helmholz, M.D., Minnesota
Mrs. James Fitts Hill, Alabama

SEPTEMBER 17
• Red-White-and-Blue-Letter Day

SEPTEMBER 17 marks the third anniversary of Citizenship Day. President Eisenhower's proclamation for this year states:

"WHEREAS, By joint resolution approved February 29, 1952, the Congress of the United States has designated the seventeenth day of September of each year as Citizenship Day in commemoration of the signing on September 17, 1787, of the Constitution of the United States and in recognition of all who, by coming of age or by naturalization, enjoy the privileges and assume the responsibilities of citizenship; and

"WHEREAS, Our constitution, which guarantees priceless freedoms to us as citizens of the United States and to our posterity and sets forth a concept of liberty that has been an inspiration to freedom-loving people everywhere, takes on still deeper meaning in these days of critical international affairs . . . ."

Later in his proclamation, the President said:

"I also urge federal, state, and local officials, and patriotic, religious, educational, civic, and other interested organizations to arrange for appropriate ceremonies on Citizenship Day in which all citizens may join for rededication to the great principles for which this nation stands.

"And I call upon all our people to give special thought and deliberation on that day both to their rights and to their responsibilities as citizens of the United States, to the end that our citizenship may have deeper meaning and greater strength . . . ."

This declaration calls for action in which parent-teacher associations also have a vital role to play. Citizens who are well-informed on issues and candidates can vote intelligently and with understanding at the polls in all elections—community, state, and national. Citizenship, however, entails far more than this one duty, and it enters into every phase of the parent-teacher program.

Parent-teacher associations in planning for the observance of Citizenship Day might:

1. Confer with school authorities about what can be done on a cooperative program plan.

2. Cooperate in the planning of community activities for the day.

3. Advocate the display of the American flag by homes and businesses, and also publicize the rules and customs pertaining to the display and use of the flag.

4. Check with such publicity resources as the newspapers, the state bulletin, radio, and television for their observance plans. Promote Citizenship Day publicity if none has been planned. Promote and cooperate on plans for poster displays in store windows, schools and other public places, P.T.A. meetings included.

5. Arrange, if possible, for group attendance at the final hearing at the naturalization court to witness the granting of the petition for naturalization, the petitioner's renunciation of former allegiance, and his oath of allegiance to the United States; an impressive, solemn ceremony might be arranged in cooperation with the naturalization court.

6. Arrange for a special ceremony of recognition both of newly naturalized citizens and of the young people residing within the community who have within the past year attained the legal voting age.

7. Urge the use of the pledge of allegiance at meetings or gatherings convening on that day. (In keeping with Public Law 396 approved June 14, 1954, please note that the pledge has been amended to read: "I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation *under God*, indivisible, with liberty and justice for all.") The devotional thoughts expressed at such meetings might be selected with Citizenship Day in mind.

The Alabama Congress reports that last year, after it had sent letters to the member associations and councils urging the observance of the day, one council wrote:

> "A conference was held with all school principals and the superintendent of schools to make plans for programs in the schools. Letters were mailed to all civic and literary clubs and also to the pastors' union asking that each plan a special program in observance of Citizenship Day. Fine response. As a result the whole town was citizenship-conscious, and much was learned about the Constitution of the United States."

The results of the Citizenship Day program may at times seem intangible, but they do exist. The spirit of such observances must be a continuing process; to maintain that spirit is a challenge to all parent-teacher members.

—Mrs. Albert Solomon, *Citizenship Chairman National Congress of Parents and Teachers*

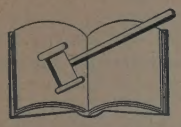
HEADQUARTERS KEY RING

Upper left: medallion face, showing Congress seal; lower right, reverse, showing national headquarters.

Price: 75 cents

This new headquarters souvenir key ring features a bronze medallion with the seal of the National Congress engraved on one side and a picture of our new building at 700 North Rush Street on the other. A small ball chain for keys is attached.

An ever present reminder of the P.T.A., this key ring makes a thoughtful gift for members and nonmembers alike. Ten cents from the sale of each will go into the national headquarters fund. Key rings may be purchased from your state congress office or from the National Office.



LEGISLATION RECOMMENDATIONS

FOR STATE CONGRESSES

THE following *suggested areas* for study and action involve *state and local legislation* rather than federal laws. Passage of sound state laws and local ordinances is but the first step, however. Interest should be sustained in order to ensure high standards of administration and enforcement.

Legal Bases for Adoption and Guardianship of Minors

● Adoption is an important part of modern social process. More than half our states have emphasized this with new or amended adoption laws in the past three years. Continuing concern with this problem is expressed by the Board of Managers of the National Congress through the recommendation that the legislation committee of each state congress continue careful review of the current and proposed state legislation for adoption and guardianship of minors.

Objectives of adoption laws should be to provide protection for:

The child from unnecessary separation from parents, from adoption by unfit persons, and from interference in adoptive home.

The own parent from hurried decisions to yield child.

The adoptive parents from hereditary defects of child and from disturbance by natural parents.

Among the principles of adoption that help to achieve the above objectives are included:

Preservation of the child's identity without stigma.

Examination of adoption placements by qualified social agency on behalf of the court.

Safeguarding the new parental rights by termination of own parent rights.

Adoption proceedings held in home state of petitioners for adoption, in their local community, and in court with jurisdiction over children's cases.

Court hearings and records held confidential.

Consent to adoption obtained from natural parents or person or agency legally responsible.

Provision for trial period of adoptive residence, including visits by authorized agency representative.

The Board recommends further that the significant gains made in the legal bases and practices for adoption and guardianship of minors during the past decade be the basis for continued emphasis in this area.

Other principles of adoption and related information are to be found in such sources as:

Essentials of Adoption Law and Procedure. Washington, D.C.: Children's Bureau Publication No. 331, Social Security Administration, 1949.

Guardianship, A Way of Fulfilling Public Responsibility for Children. Washington, D.C.: Children's Bureau Publication No. 330, Social Security Administration, 1949.

Social Work Year Book. New York: American Association of Social Workers, 1951.

Child Labor Laws

● Federal control of child labor, which is administered through the federal Fair Labor Standards Act, applies only to industries engaging in interstate commerce or producing goods for shipment in interstate commerce. Other than this, each state makes and enforces its own child labor laws.

The federal Fair Labor Standards Act, as amended, gives the federal government authority to prohibit the employment of children under sixteen in any state while school is in session. The children of migrant workers present the greatest problem in this field. Eleven occupations have been declared hazardous for children under eighteen and are closed to them. There is no protection under this law for newsboys.

State congresses are urged not only to bring their state laws up to the standards of the federal Fair Labor Standards Act but also to be alert to defeat attempts to weaken existing state child labor statutes.

Children of Agricultural Migrant Workers

● Seasonal agricultural labor is important to the economy of many states, and the crops harvested by this labor force are vital to the health and welfare of the American people. It has been estimated that annually as many as one million children suffer the disadvantage of following the crops. Because their families move from state to state, these children fail to receive the education, health, and welfare services available to resident children. They are generally not well accepted in the communities through which they pass, with the result that their education is sketchy, they are missed in immunization campaigns, their remediable defects are not cared for, they often suffer from severe malnutrition, and many are illegally employed. Even the limited services available to nonresidents often fail to reach them.

This complex problem requires study and teamwork for solution. The services of state departments of education, public health, and public welfare, and of state labor commissioners are involved as well as those of local communities and private agencies. Some cooperative arrangements with other states may be desirable.

It is suggested that state congresses study the situation of migrant children within their states, and that each congress work in cooperation with its state governor and appropriate agencies in developing programs to meet the needs of these children.

LEGISLATION RECOMMENDATIONS (Continued)

Juvenile Detention

● The Board of Managers urges each state congress to study conditions under which juveniles are detained in court custody and then determine whether state or local legislation is needed to improve these conditions or more adequately protect the interests of the children and youth who are affected by the conditions.

In seeking to improve protective services for children and youth, there are several areas in which every state should be concerned. When is detention necessary? Is the practice abused? Do your grand juries, probation commission, or other groups having official status make periodic investigations and reports?

What is the definition of a "child" so far as arrest and detention are concerned? What is the philosophy underlying detention of juveniles in your state? Is it designed to be purely custodial, punitive, rehabilitative, or a combination of two or more of these?

Are children who are neglected or dependent beeause of home situations separated from those held for delinquencies? Is the same true of transient children and those held as material witnesses?

Are there standards set by local or state authorities for the facilities in which these juveniles are held and for the personnel who administer them?

How do detention services in rural or urban centers compare with those in metropolitan areas?

Do you encourage local units to visit jails and juvenile halls (or detention homes) to determine and report whether juvenile offenders are segregated from adult inmates and how long juveniles are held in custody before court hearings?

Is there a state agency especially concerned with youthful offenders?

The answers to the questions should indicate whether better laws, better administration, or greater public understanding of the problem is needed in your state.

Correlative Efforts for Child Welfare Legislation

● The Board of Managers recommends that state congresses work for the establishment of a state commission or council composed of representatives of state agencies and organizations concerned with the welfare of children and youth. Such a commission or council can be most effective in coordinating efforts to secure legislation needed to improve services for children and youth.

Safety

Laws Governing Traffic Safety

● Because of the ever increasing number of highway traffic accidents, the Board of Managers recommends that each state congress work for:

Enactment of state driver-licensing laws conforming to national standards, to the end that every driver of an automotive vehicle may be physically, mentally, and emotionally fit to drive and fully aware of his responsibility to the public as the operator of a motor car.

Enactment of modern, comprehensive, and uniform traffic laws and ordinances based on the Uniform Vehicle Code and the Model Traffic Ordinance, both available from the National Safety Council.

Requirement that all owners of motor vehicles carry such public liability and property damage insurance—or prove personal responsibility—as will give proof of their ability to pay for personal injury or property damage caused by motor vehicles owned or operated by them.

Provision of budget and personnel organization adequate to enforce laws governing traffic safety.

Fire Prevention

● Because of the great losses in human lives and property each year through fires, the Board of Managers recommends that state congresses give full cooperation to governors, mayors, school superintendents, and all officials in the fields of education, engineering, and enforcement in putting into effect these recommendations of the President's Conference on Fire Prevention:

Study of existing building codes.

Strengthening of state-wide fire prevention laws.

Fireworks

● State congresses, who worked for its passage, take satisfaction from the fact that on July 1, 1954, newly enacted federal legislation became effective, prohibiting transportation of fireworks into any state in which sale or use of such fireworks is prohibited by state law. It should be noted that the federal law does not affect state laws regulating sale, use, manufacture, or possession of fireworks but is intended to prevent circumvention of such statutes. The manner and degree of regulation and the administration and enforcement of state laws governing fireworks remain the responsibility of the citizens of each state.

Community Safety

● Community surveys should be undertaken to the end that appropriate legislation may be enacted to safeguard children from hazards such as unused wells, abandoned buildings, unprotected quarries and pits, and irrigation ditches in residential areas.

ANNOUNCEMENT

The next issue of the *Bulletin* will contain pictures and information from the 1954 national convention. Plan now to attend the 1955 convention, which will be held in Chicago, Illinois, on May 23, 24, and 25.